

# **A Working Draft of a Report on the State of Educator Preparation in Iowa**

This is a working draft of a report to the State Board on the system of preparing educators in Iowa. The report is designed to inform educators, stakeholders and consumers.

This working draft is intended to inform the State Board on the information that can be collected and analyzed by Iowa Department of Education consultants. We ask Board members to examine it and inform us on missing requirements, additions or deletions.

August 1, 2014

The data included is for the 2012-2013 academic year (the most recent for which complete data is available) unless otherwise reported.

The report is composed of four sections:

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## Section 1. Program Information

This section provides information on the number, type, geographical distribution and production of educator preparation programs in Iowa. In this report the word program is used to describe an IHE based organization that prepares educators. Types and level of preparation are not separated for each institution. For instance, Drake University prepares teachers in an undergraduate setting and also prepares principals, supervisors and counselors in a graduate setting. For the purpose of this section of this report, Drake is listed as one program.

Specific information on each program can be found at several locations:

US Department of Education Title II Report: <https://title2.ed.gov/Public/Home.aspx>

The Iowa Association of Colleges for Teacher Education website features a link for each program:  
<http://iowacte.org/>

Name and Location of Institution	Programs and Degrees Offered					
	Early Childhood Only	Elementary Education	Secondary Education	Educational Leadership	School Service Personnel	Highest Degree Granted In Education
Ashford University, Clinton 52732		X	X			B
Briar Cliff University, Sioux City 51104		X	X			M
Buena Vista University, Storm Lake 50588		X	X		X	M
Central College, Pella 50219		X	X			B
Clarke University, Dubuque 52001		X	X			M
Coe College, Cedar Rapids 52402		X	X			M
Cornell College, Mount Vernon 52314		X	X			B
Dordt College, Sioux Center 51250		X	X	X		M
Drake University, Des Moines 50311	X	X	X	X	X	D
Emmaus Bible College, Dubuque 52001		X	X			B
Faith Baptist Bible College, Ankeny 50021		X	X			B
Graceland University, Lamoni 50140		X	X			M
Grand View University, Des Moines 50316		X	X			M
Grinnell College, Grinnell 50112			X			B
Iowa State University, Ames 50010	X	X	X	X		D
Iowa Wesleyan College, Mount Pleasant 52641	X	X	X			B
Kaplan University, Davenport 52807 (online)			X			M
Loras College, Dubuque 52001		X	X			B
Luther College, Decorah 52101		X	X			B
Maharishi Univ. of Management, Fairfield 52556		X	X			M
Morningside College, Sioux City 51106		X	X			M
Mount Mercy University, Cedar Rapids 52402	X	X	X			M
Northwestern College, Orange City 51041		X	X			B
Saint Ambrose University, Davenport 52803	X	X	X	X	X	M
Simpson College, Indianola 50125		X	X			M
University of Dubuque, Dubuque 52001		X	X			B
University of Iowa, Iowa City 52242		X	X	X	X	D
University of Northern Iowa, Cedar Falls 50613	X	X	X	X	X	D
Upper Iowa University, Fayette 52142	X	X	X			M
Waldorf College, Forest City 50436		X	X			B
Wartburg College, Waverly 50677		X	X			B
William Penn University, Oskaloosa 52577		X	X			B

Key: B-Bachelor's Degree M-Master's Degree D-Doctorate Degree

Table 1.1 Number of candidates who complete program requirements for program categories.

Traditional Programs		
	# of programs	# of completers
Public	3	1160
Private not for profit	26	1364
Private for profit	3	48
Total		<b>2572</b>

Alternative Licensure Programs		
Type	# of programs	# of completers
IHE based Intern	4	8

Figure 1.1 Percentage of Completers produced by category

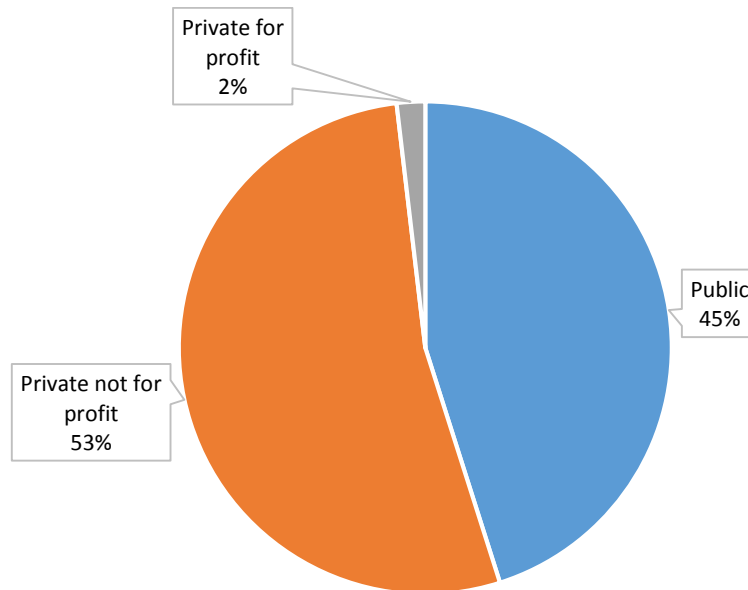


Figure 1.2 Relative population densities with the location of each of the 32 educator preparation programs.

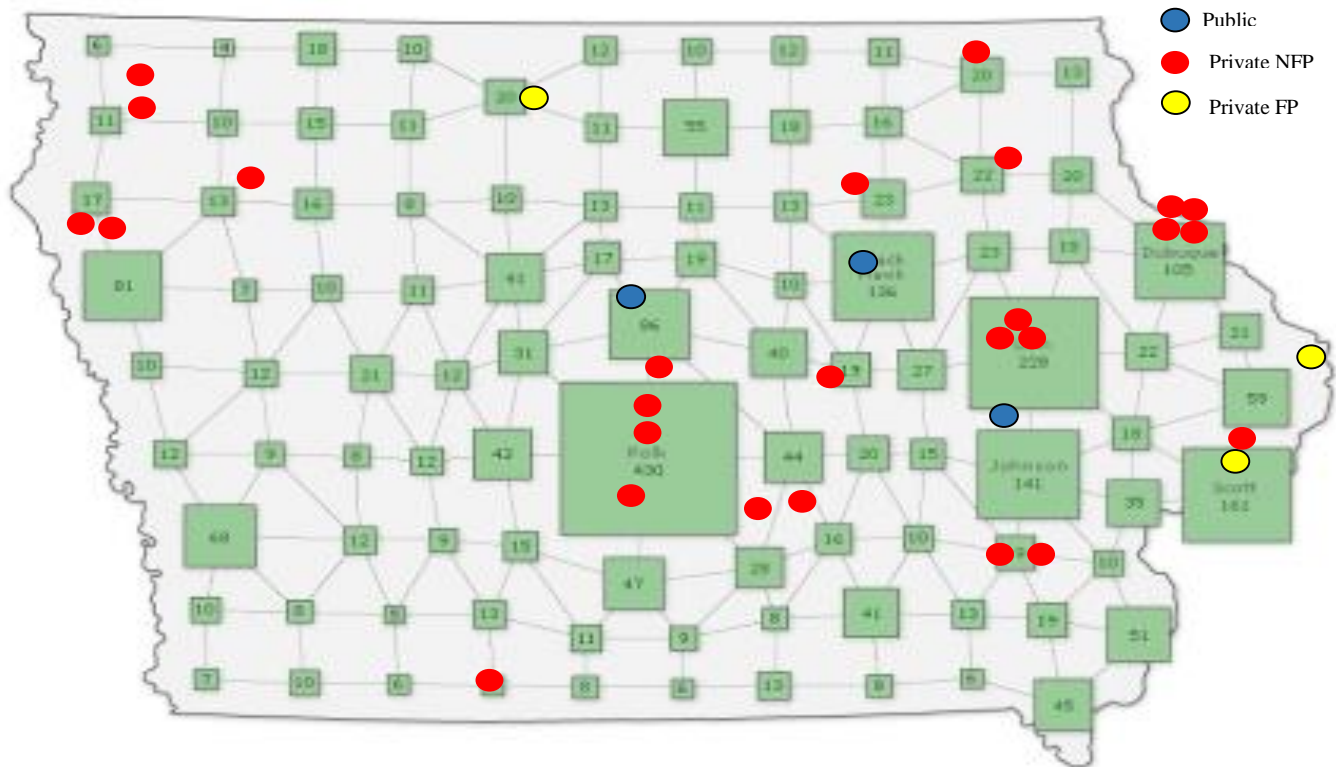
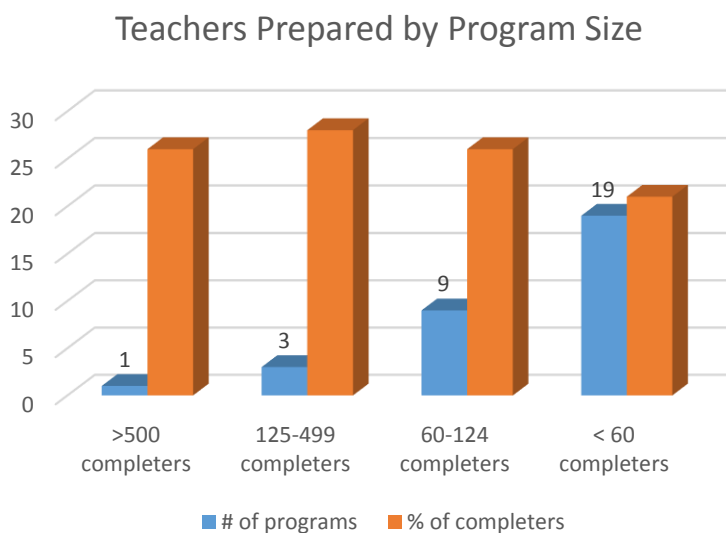


Figure 1.2 shows that the distribution of programs is relatively aligned with population densities. The map does not show satellite campuses or account for online instruction.

Figure 1.3 Number of programs by size category and the number of completers per category.



Categories of program size were determined by dividing the range of program completers per program into quartiles. This chart illustrates that nearly 25% of completers come from one institution (UNI), followed by ISU, U of Iowa and Buena Vista University. 60% of Iowa programs each produce fewer than 60 completers each year.

Table 1.2 Average clinical hours required by Iowa programs.

Standards require 80 hours of clinical work before student teaching and 14 consecutive weeks (490 hours) of student teaching.

Clinical Hours Required Before Student Teaching	117.2
Hours Required for Student Teaching	581.2
Hours Required for Mentoring/Support	28.9
Total Clinical Experiences	727.3

## Section 2. Candidate Information

This section provides information on candidates in Iowa programs. Demographic information is self-reported by candidates. Information on endorsements and numbers of candidates prepared includes data self-reported by programs to the Iowa DE and the US DE, as well as endorsement/license counts from the Iowa BoEE. The first component of candidate information consists of general numbers and a breakdown of students and candidates by demographic categories.

Numbers of candidates, program completers, licenses and endorsements are not the same.

- Candidates are college students admitted to an educator preparation program. Candidates are progressing toward program completion.
- Program completers are candidates who have successfully completed all program requirements including graduation (if an undergraduate program) and passing required assessments.
- A license is issued to a program completer by the Iowa BoEE once the program assures completion and recommends the program completer for licensure.
- An endorsement is an authorization to teach in a specific field. A teacher will have one license, but may have multiple endorsements. For instance, a teacher with a secondary science license may be endorsed in Biology, Chemistry and Earth Science.

Table 2.1 Numbers of candidates enrolled in Iowa and national programs.

Enrollment				Program Completers	Licenses Issued	
Iowa	2606	6632	9,308	2572	2,408	Prepared in Iowa
National	163,830	466,978	630,808	204,172	423	Prepared outside of Iowa
	Male	Female	Total			

Depending on the program, students may be enrolled in various years of college progress (freshmen, sophomore, junior, senior or graduate). Program completers are the students who have completed all program requirements including graduation and successful passing of assessments required statute.



Table 2.2 Comparing Iowa teachers licensed as a percentage of population nationally.

# of Teachers Prepared		# of Teachers Prepared Rank	Population Rank	Teachers as % of population	
High (New York)	21,971	1	3	High (South Dakota)	0.22
Iowa	2408	29	30	Iowa	.08 (median)
Low (North Dakota)	576	50	48	Low (California and Washington)	.04

Table 2.2 illustrates that Iowa aligns nationally with the number of teachers prepared compared to the state population.

Table 2.3 Retention of teachers in Iowa.

	New teachers 2009		All teachers 2009	
	#	%	#	%
Teaching in 2009	1696		40893	
Still teaching 2010	1554	92%	38236	94%
Still teaching 2011	1428	84%	35136	86%
Still teaching 2012	1330	78%	32839	80%
Still teaching 2013	1247	74%	30592	75%

Teacher retention compares teachers hired in 2009 as first year teachers compared to teachers already teaching in 2009, regardless of years of experience. Nationally, up to 45% of teachers leave the profession within five years.

Figure 2.1 Distribution by gender of Iowa PK-12 students, teacher candidates and educator preparation program faculty.

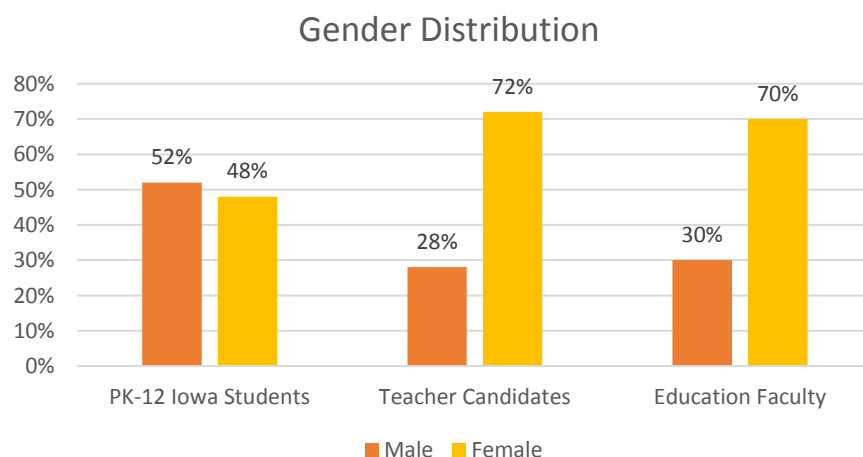


Table 2.4 Candidate numbers for the gender distribution percentages in Figure 2.1.

	Male	Female	Total
Candidates	2602	6632	9308
PK-12 Iowa Students	255,761	240,248	496,009
Faculty	236	555	791

Figure 2.2 Percentage of Iowa PK-12 students, teacher candidates and education faculty reporting as white or non-white.

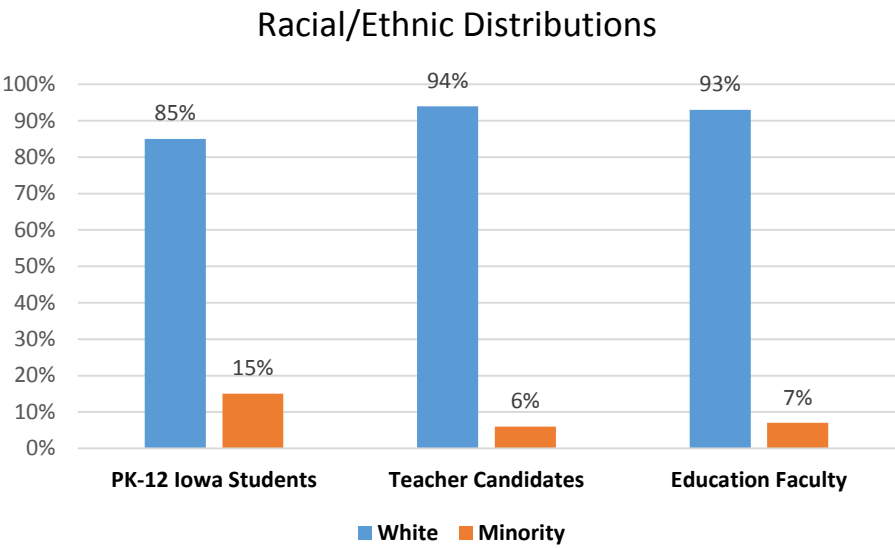


Table 2.5 Breakdown by percentage of Iowa students and teacher preparation candidates who reported as non-white. Education faculty reporting is limited to white or non-white.

	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
PK-12 Iowa Students	9.4%	0.5%	0.2%	3.3%	0.2%	85%	0.3%
Teacher Candidates	2.6%	0.3%	0.7%	1.7%	0.1%	94%	0.01%
Education Faculty	-	-	-	-	-	93%	-

Figure 2.3 Change in number of candidates by race/ethnicity over a three year period.

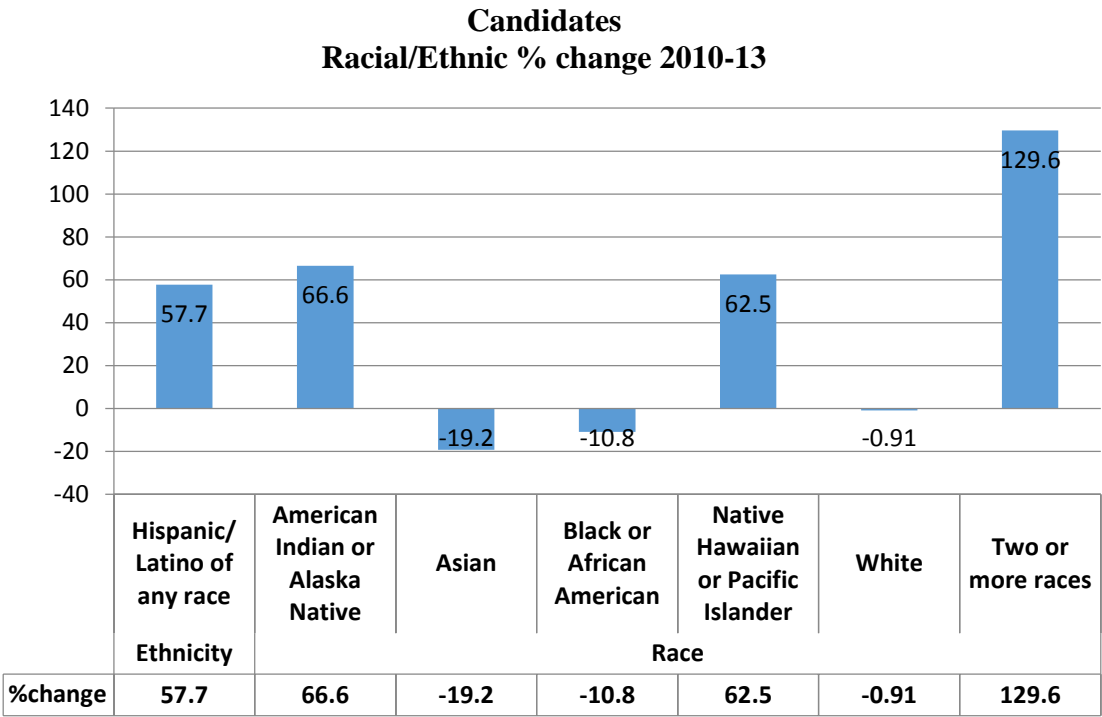
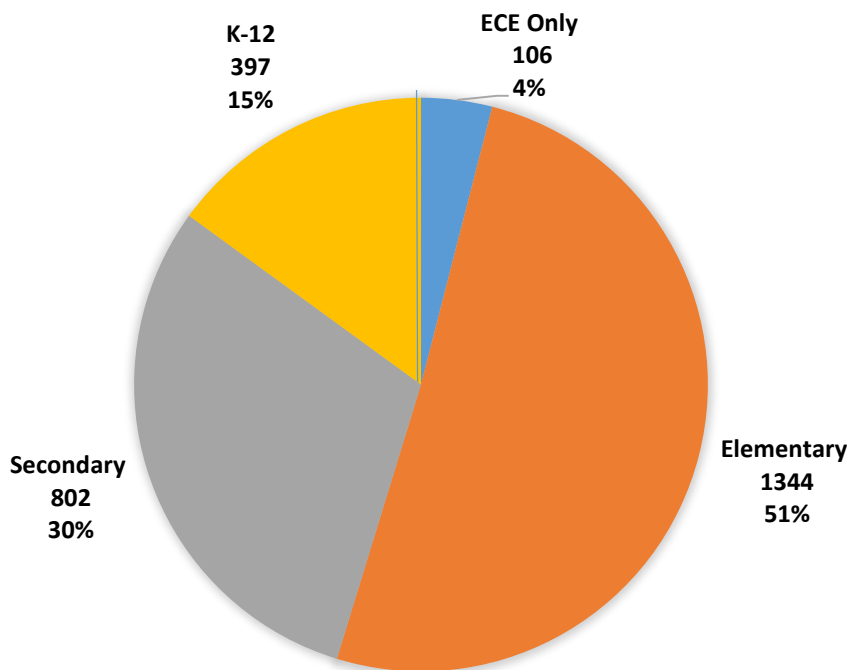


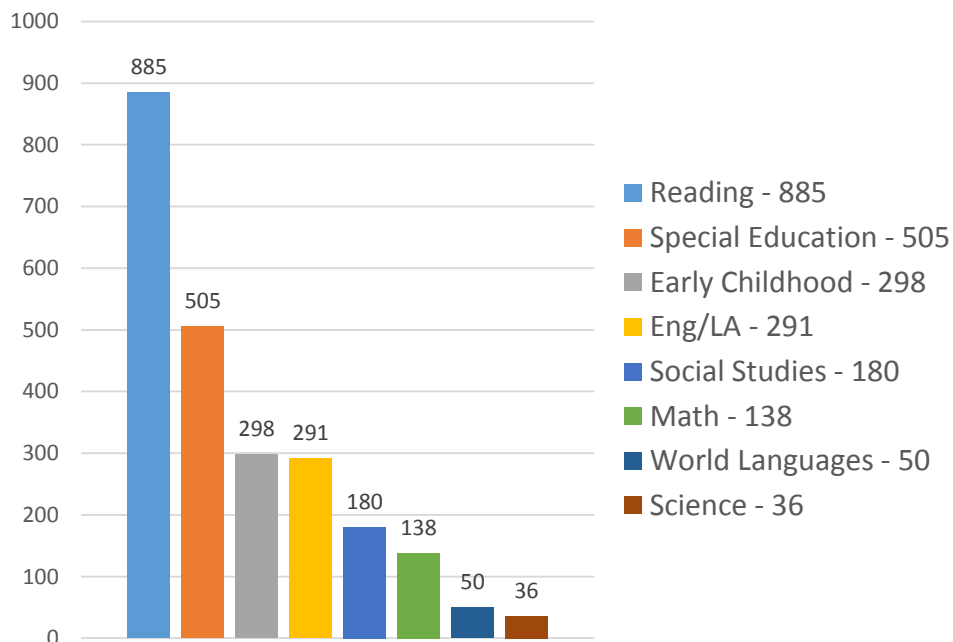
Figure 2.3 Number of licenses issued to Iowa program completers in general categories.



K-12 represents Art, Music and PE. Iowa does not have a true K-12 license in these areas, teachers actually have both K-8 and 5-12 endorsements.

ECE is Early Childhood Education Only. Many teachers have endorsements in ECE and elementary education. The ECE category counts teachers with ECE but not elementary. The Elementary category includes teachers that may also have ECE.

Figure 2.4 Elementary education endorsements by specific content. Note that teachers may have multiple endorsements.



Elementary education classroom teachers (K-6) also earn a content specific endorsement (K-8).

Figure 2.5 Endorsements earned by secondary education program completers. Note that teachers may have multiple endorsements.

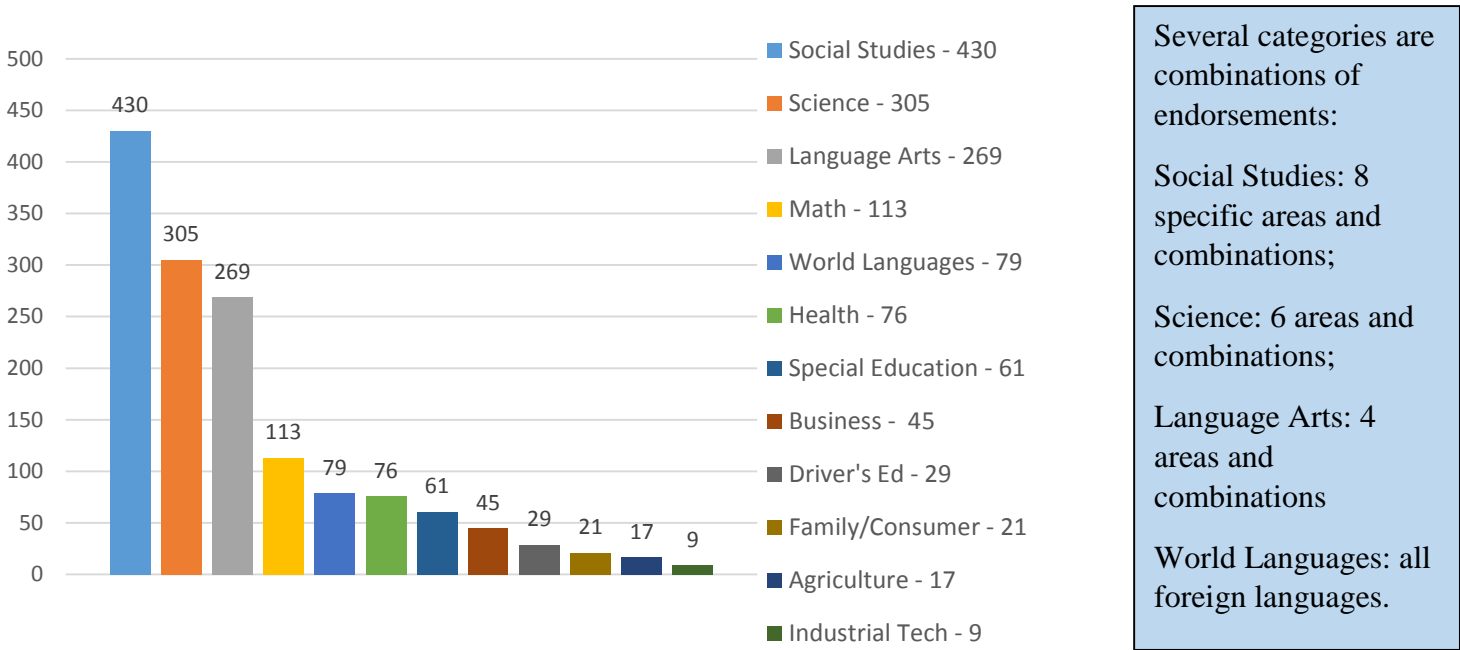


Figure 2.6 Distribution of K-12 endorsements.

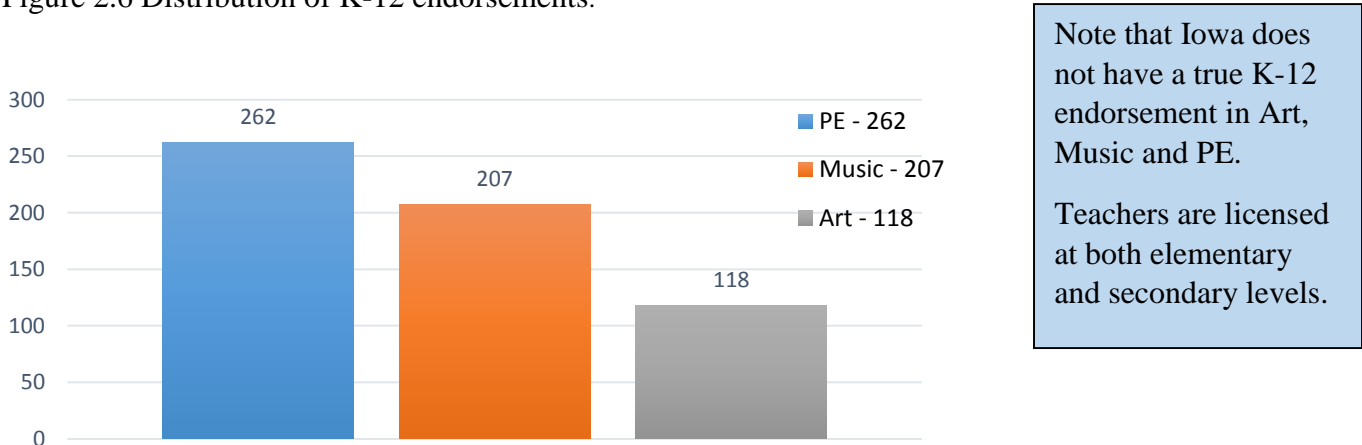


Table 2.6 Number of endorsements issued for each Iowa teacher shortage area.

Shortage Area	Endorsements issued to candidates prepared...	
	In Iowa	Out of state
Agriculture 5-12	17	0
Early Childhood	288	41
English as a Second Language K-12	100	16
Family and Consumer Science 5-12	12	7
Guidance Counselor K-12	47	23
Health 5-12	76	16
Industrial Technology 5-12	9	6
Mathematics 5-12	109	25
Science (All Areas) 5-12	109	62
Talented and Gifted K-12	136	1
Teacher Librarian K-12	22	3
Special Education (All areas/levels)	641	69

Table 7 illustrates the number of endorsements by area, not necessarily the number of teachers. Teachers may have multiple endorsements

We do not yet have data on the shortage of teachers by geographic area. We plan to collect that data as well as the geographic distribution of program graduates.

Table 2.7 Number of administrators and other educators prepared.

	Number recommended
Principal	164
Superintendent	19
“Other” (School psych, speech language pathologist, school social worker, school nurse, audiologist)	33

## **Section 3. Assessment**

### **Section 3.a Candidate Assessment Requirements**

#### **Candidate Progress Through Program**

Iowa Administrative Code 281, chapter 79 specifies standards for educator preparation programs. Regarding candidate assessment, programs are required to assess student progress at multiple decision points using multiple assessments that are aligned with standards. Students are required to pass a standardized assessment to be admitted into the program. Each program determines their own passing score requirement. Because programs can use different tests at different cut scores, descriptive information is not recorded.

Programs are not required to establish minimum grade point average (GPA) required for candidates to progress through the program. Programs are required to report their GPA requirements and candidate results. Table 3.1 in the following Results section provides average GPA for Iowa programs.

#### **Candidate Program Completion**

In 2012, a new Iowa law established the requirement that candidates must pass a test of content and pedagogy in order to be considered a program completer and be recommended for licensure. Policy was established and implemented on January 1, 2013.

This section provides information on candidates' success on these assessments in a number of content and grade levels. Not all content areas are reported since many content areas have a small number of graduates, making statistics not useable. Passing rates by institution will soon be available on the US DE Title II website:

<https://title2.ed.gov/Public/Home.aspx>. These passing rates are reported for program completers, as Iowa statute requires.

Iowa DE staff are preparing reports for individual programs that include significant information for consumers, including program completer passing rates. These reports are not yet available.

## Section 3.b Candidate Assessment Results

Table 3.1 Grade Point Average (GPA) requirements of teacher candidates in Iowa Teacher Preparation Programs and actual results.

	GPA Required for Acceptance to Teacher Education Program	Actual Median GPA of Candidates at Acceptance	GPA Required for Completion of Teacher Education Program	Actual Median GPA of Candidates at Completion
Average of All Teacher Education Programs in Iowa	<b>2.6</b>	<b>3.4</b>	<b>2.7</b>	<b>3.6</b>

The requirement for testing for program completion began on January 1<sup>st</sup> 2013. Information on results of testing is shown below.

Table 3.2 Elementary Education Content Test Passing Rates (13-14 academic year (first full year))

Iowa Candidates Mean Passing Rate	Number of Iowa Programs		National Candidates Mean Passing Rate	Number of Iowa Programs	
	Above Iowa Mean	Below Iowa Mean		Above National Mean	Below National Mean
88%	16	11	79%	22	5

Note: This passing rate provides an average (mean) for all candidates taking tests, both Iowa candidates and all candidates taking the same test nationally. The national passing rate is determined at the Iowa required passing score. The candidate scores used in determining the passing rate include non-program completers as well as program completers.

Table 3.3 Elementary Education Pedagogy Test Passing Rates (13-14 academic year (first full year))

Iowa Candidates Mean Passing Rate	Iowa Programs		National Candidates Mean Passing Rate	Iowa Programs	
	Number Above Mean	Number Below Mean		Number Above Mean	Number Below Mean
92%	16	11	84%	20	7

This table shows the average (mean) passing rate for Iowa candidates attempting the elementary education content test compared to national candidates using the Iowa required passing score. It also shows the number of Iowa educator preparation programs with average passing rates above or below the Iowa and national mean. Five programs have numbers of candidates too small for comparison.



Table 3.4 Secondary Content and Pedagogy Assessment Passing Rates

Content Assessments								Pedagogy	
Math		Biology		Chemistry		Music			
Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate	Iowa Pass Rate	Nat'l Pass Rate
85%	78%	94%	78%	100%	82%	84%	67%	88%	79%

This table shows the percentage of candidates who pass specific tests for Iowa candidates compared to all candidates nationally using Iowa required passing scores.

### Section 3.c. Program Assessment Requirements

IAC 281 Chapter 79 requires programs to operate a comprehensive assessment system. The overarching requirement for assessment system is, *The unit's assessment system shall appropriately monitor individual candidate performance and use those data in concert with other information to evaluate and improve the unit and its programs.*

Each seven years, during accreditation review, assessment systems, data, analysis and use is examined. The current rewritten annual report system requires each program to report on candidate and program assessment annually. This annual reporting information will provide key indicators in the state of educator preparation report.

For this report, program assessment information included is

- Graduate employment status – requirements shown in results section
- Data from surveys of graduates and employers
- Analysis of program assessment
- Examination of accreditation reviews

Surveys: All programs are required by IAC 281 to survey graduates and the employers of those graduates. Previous to the 2013-2014 reporting year, the survey questions were not standardized. As a result of the work of the annual reporting team, four standardized, standards based surveys have been developed. The four surveys are identified here, and attached as Appendix A through D.

- teacher preparation graduates
- employers (principals) of teacher preparation graduates
- principal preparation graduates
- employers (superintendents) of principal preparation graduates

Programs are currently piloting the standardized surveys in a limited capacity. Full use of the surveys will be required once IAC 281 chapter 79 standards are officially updated.

### Section 3.d Program Assessment Results

Table 3.5 Graduate employment status. **This data is from a limited number of programs who participated in a pilot of the new annual report.**

	Number of program completers (all programs)	employed in a position for which they were prepared	employed in an education position outside of their preparation	enrolled in higher education	employed outside of the education field	not employed	employment status unknown
Teachers	1334	843 (63%)	69 (5%)	43 (3%)	50 (4%)	42 (3%)	287 (22%)
Admin	76	60 (79%)	3 (4%)	3 (4%)	0 (0%)	0 (0%)	10 (13%)
Other*	42	24 (57%)	2 (5%)	2 (5%)	0 (0%)	1 (2%)	13 (31%)

\*Other includes: School psychologist, speech language pathologist, school social worker, school nurse, and audiologist.

Table 3.6 Programs reported the following as actions taken after analysis of program assessment data.

Action	Number of programs
Improve or refine candidate and program assessment systems	8
Change curriculum to more direct instruction in using assessment data for guiding instruction	7
Provide additional opportunities, support and mentoring to candidates in pre-student teaching field experiences	6
Change curriculum to increase instruction in using technology for learning	5
Change curriculum to provide increased instruction in meeting the needs of diverse learners	3
Add more classroom management instruction to curriculum	3
Increase communication and coordination between main campus and satellite campuses	2
Focus efforts on producing more teachers in STEM fields	2
Change curriculum to include more instruction in content specific pedagogy	2
Increase literacy focus in curriculum for all candidates	2
Improve procedures for assessing candidate dispositions	2
Provide professional development for adjunct faculty	1
Change curriculum to provide more instruction on communication with parents and families	1
Integrate Iowa Core into curriculum	1

In the updated annual report, programs are asked to report on **innovations**. They reported:

- Partnering with AEAs to provide online professional development for IHE faculty
- Adding a course in ESL for all candidates
- Offering coursework for reading endorsement on-line
- Piloting year-long student teaching
- Expanding opportunities for field experiences and student teaching in international settings
- Partnering with local PK-12 schools to implement Professional Development Schools
- Developing an integrated STEM program

## Section 4 Accreditation

### Section 4.a Accreditation Requirements

Table 4.1 Outline of the Iowa Educator Preparation Program Accreditation System

Standards:	IAC 281 Chapter 79 (Traditional Programs) IAC 281 Chapter 77 (Alternative Programs) IAC 282 BoEE rules for licensure (curriculum exhibits)	
Process:	Two years for accreditation: <ul style="list-style-type: none"> <li>• Self-study – Document in Institutional Review (IR)</li> <li>• preliminary review by State Panel and Site Visit team</li> <li>• Site Visit</li> <li>• Resolution of issues (if appropriate)</li> <li>• Decision by State Board of Education</li> </ul> Annual Reports: <ul style="list-style-type: none"> <li>• Iowa Department of Education</li> <li>• US Department of Education Title II</li> </ul>	
Reviewers:	Iowa Department of Education Staff IHE Faculty (state panel + visit teams) Board of Educational Examiners Staff Teacher of the Year	Information Reviewed: Self-Study Report (Institutional Review) Curriculum Exhibits Documentation/Exhibits Site Visit – Interviews, facilities, systems
Oversight:	Director, Iowa Department of Education Administrative Consultant, Iowa Department of Education Program Consultants (2), Iowa Department of Education State Panel Iowa State Board of Education	

Table 4.2 Accreditation review process.

Who does the work?	
State Panel	Site Visit Team
<p>12 members</p> <ul style="list-style-type: none"> <li>• 3 Iowa DE staff - permanent</li> <li>• 9 IHE faculty – three year terms</li> </ul> <p>Participate in all preliminary reviews IHE faculty participate in one site visit/year Review proposed IAC 281 changes</p>	<p>5-10 members</p> <ul style="list-style-type: none"> <li>• Iowa DE staff – chair</li> <li>• IHE faculty members</li> </ul> <p>Participate in preliminary review Conduct site visit review Write report</p>
The work:	
Preliminary Review	Site Visit +
<p>State Panel and Visit Team Review Self Study Institutional Review (IR)</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• Continuous improvement</li> </ul> <p>Standards Guiding Questions Inform preliminary review report</p>	<p>3-5 days Site visit team</p> <ul style="list-style-type: none"> <li>• Compliance, audit claims, and evaluate</li> <li>• Continuous improvement</li> </ul> <p>Interviews Examine documents Facilities Resources Student experiences</p> <p>Write report Program response Final report to State Board</p>

Table 4.3 State Review Panel 2014-2015:

<b>Name</b>	<b>Institution</b>	<b>Years of Education Experience</b>
Janet Kehe (Year 3)	Upper Iowa University	43
Deanna Stoube (Year 3)	St Ambrose University	29
Pat Carlson (Year 3)	Iowa State University	34
Dawn Behan (Year 2)	Mt Mercy University	34
Kris Kilibarda (Year 2)	Central College	23
Deb Stork (Year 2)	University of Dubuque	29
Melissa Heston (Year 1)	University of Northern Iowa	34
Jill Heinrich (Year 1)	Cornell College	23
Shawna Hudson (Year 1)	Iowa Wesleyan College	22
Jane Schmidt	Iowa Teacher of the Year	32
Carole Richardson	IA Department of Ed	34
Larry Bice	IA Department of Ed	14
Matt Ludwig	IA Department of Ed	21
Total		372

## Section 4.c Accreditation Review Results

### 2012-2013 Academic year.

Two institutions were reviewed this year. Common issues identified for program improvement:

Assessment: Programs have assessment components in place, need to bring all components together into a coherent, systematic assessment system to inform candidate and program.

Equity of support across programs: Some programs, particularly secondary education programs, do not have the same level of content knowledge/attention to preparation as elementary programs.

60 hour requirement: Faculty members who prepare candidates are required to complete 60 hours of team teaching in P-12 schools every five years. The requirement is being met, the issue is understanding who is required to comply. The update of IAC 281 standards worked to provide clarity for this requirement.

### Previous Seven Year Cycle

This information synthesized from results of the seven year accreditation cycle is being provided in this initial report. Annual information will be provided in subsequent reports.

Assessment management. This issue was identified as a requirement for response in **60%** of the programs reviewed. It was identified as an issue for improvement in most programs.

Equity of resources and support across programs. This issue combines a number of specific issues around equity. It was identified in **25%** of programs reviewed.

Alignment of goals and standards. This issue was identified in **20%** of programs reviewed.

Clinical experience management. This issue was identified in **15%** of programs reviewed.

### What is the Iowa DE doing as a result of data?

Supporting individual institution continuous improvement: Each institution receives a copy of their accreditation review final report. For the 2013-2014 academic year reviews, DE staff have scheduled follow up reviews to monitor how programs are making improvements for identified issues. Beginning in spring of 2015, the Iowa DE annual report will be pre-populated with issues identified in the most recent accreditation review for each institution. Completion of the report will require institutions to describe and document changes made in response to findings.

Changing practitioner preparation state-wide: This report will be disseminated to all IHEs and to the Iowa Association of Colleges for Teacher Education. Institutions will be encouraged to share improvements with each other. Iowa DE staff will explore avenues to provide opportunities for state-wide learning.

## Appendix A Teacher Graduate Survey

### Iowa Educator Preparation Survey

#### Teacher Preparation Graduates

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

Standard/Disposition	How well did your preparation program prepare you to...				How well do you perform ...			
	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.								
2. Demonstrates competence in content knowledge appropriate to the teaching position.								
3. Demonstrates competence in planning and preparing for instruction.								
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.								
5. Uses a variety of methods to monitor student learning.								
6. Demonstrates competence in classroom management.								
7. Engages in professional growth.								
8. Fulfills professional responsibilities established by the school district.								
<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.								



<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.		
<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
Additional prompts may be added by the program		

## Appendix B Teacher Employer Survey

Iowa Educator Preparation Survey

Teacher Preparation Graduate Employers

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

How important is this standard for beginning teachers...					How well is your new teacher prepared to...				How well does your new teacher perform ...			
Very important	Important	Somewhat important	Not important	Standard/Disposition	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
				1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.								
				2. Demonstrates competence in content knowledge appropriate to the teaching position.								
				3. Demonstrates competence in planning and preparing for instruction.								
				4. Uses strategies to deliver instruction that meets the multiple learning needs of students.								
				5. Uses a variety of methods to monitor student learning.								
				6. Demonstrates competence in classroom management.								
				7. Engages in professional growth.								
				8. Fulfills professional responsibilities established by the school district.								
				<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
				<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human								

	activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.		
	<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.		
	<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
	<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
	Additional prompts may be added by the program		

## Appendix C Principal Graduate Survey

### Iowa Educator Preparation Survey

#### Principal Preparation Graduates

Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

Standard/Disposition	How well were you prepared to ...				How well do you perform ...			
	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
1. An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.								
2. An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.								
3. An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.								
4. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.								
5. An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner.								
6. An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context.								
<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.								
<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.								
<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision								

and craft things in novel and meaningful ways to meet the needs of students.		
<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
Additional prompts may be added by the program		

## Appendix D Principal Employer Survey

Iowa Educator Preparation Survey

Principal Preparation Graduate Employers

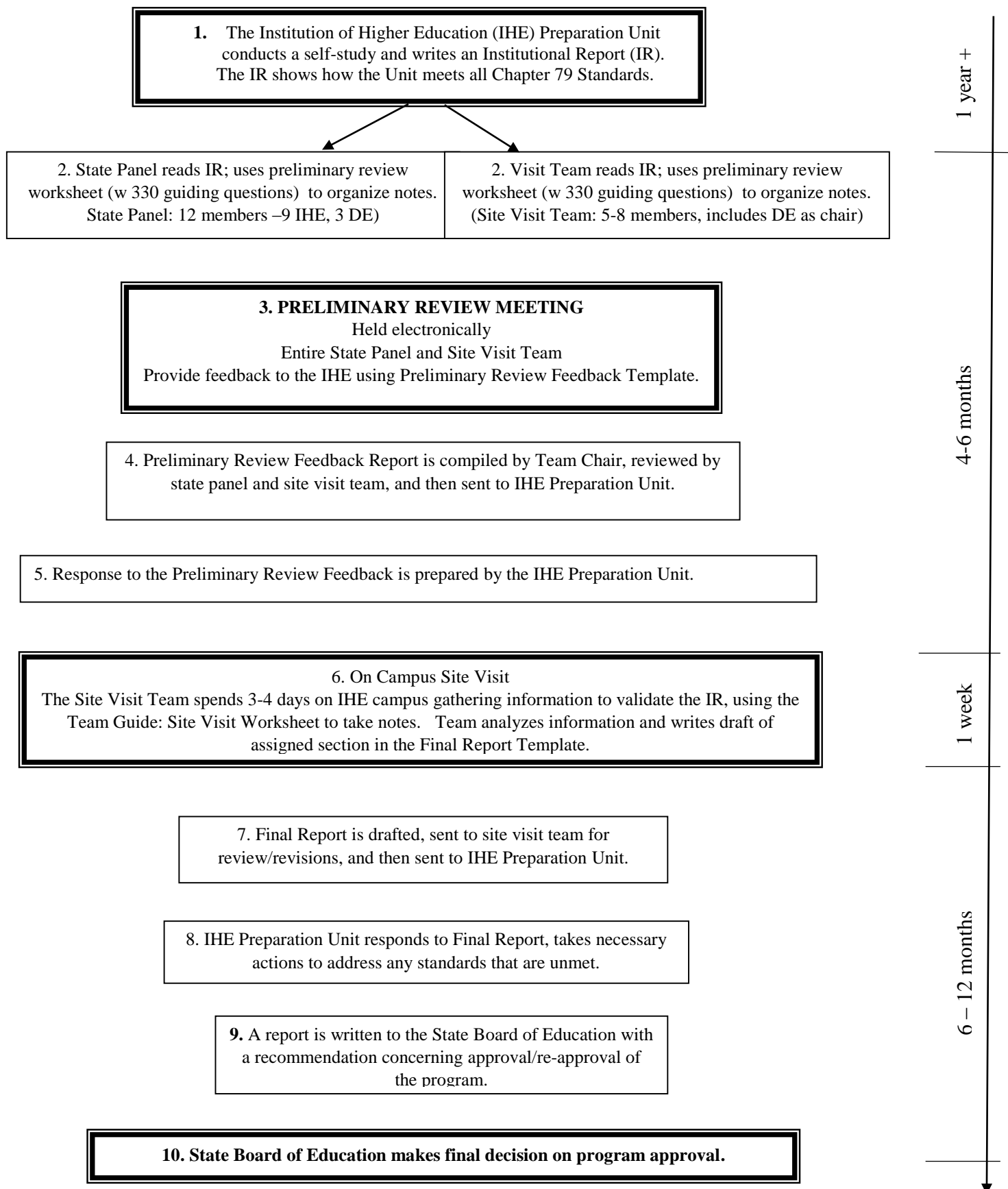
Program: \_\_\_\_\_

P-12 School: \_\_\_\_\_

How important is this standard for beginning principals ...					How well is your new principal prepared to ...				How well does your new principal perform ...			
Very important	Important	Somewhat important	Not important	Standard/Disposition	Very well	Well	Somewhat well	Not well	Very well	Well	Somewhat well	Not well
				1. An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.								
				2. An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.								
				3. An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.								
				4. An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.								
				5. An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner.								
				6. An educational leader promotes the success of all students by understanding the profile of the community and responding to, and								

	influencing the larger political, social, economic, legal and cultural context.		
	<b>Caring:</b> Candidates with this set of dispositions value and appreciate all aspects of other persons' well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals.		
	<b>Communication:</b> Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process.		
	<b>Creative:</b> Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students.		
	<b>Critical:</b> Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions.		
	<b>Professional Requirements:</b> These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities.		
	Additional prompts may be added by the program		

## Appendix E Accreditation Process Flowchart





## Appendix F Accreditation Review Schedule

### 2013-2014 academic year

<b>Institution</b>	<b>On Site Visit</b>	<b>Result</b>
Iowa State University	November 3-6, 2013	To be submitted Sep 14
Luther College NCATE	November 10-13, 2013	Accredited Mar 14
Waldorf College	February 2-4, 2014	To be submitted Aug 14
Faith Bible College	February 16-19, 2014	To be submitted Sep 14
Mount Mercy University	Sept 29-October 2, 2013	Accredited Jan 14
Central College	March 30 – April 2, 2014	To be submitted Aug 14
Viterbo University	April 28-May 1, 2013	Accredited May 14

### 2014-2015 academic year

<b>Institution</b>	<b>IR Due</b>	<b>Prelim Review</b>	<b>On Site Visit</b>
Buena Vista	19 January 2015	3 Feb 15	12-16 Apr 15
Maharishi (ch 77 + 79)	21 August 2014	4 Sep 14	19-22 Oct 14
Cornell	13 August 2014	27 Aug 14	16-20 Nov 14
Wartburg	19 December 2014	7 Jan 15	22-26 Mar 15
Kaplan (ch 77+ 79)	21 January 2015	10 Feb 15	26-29 Apr 15
RAPIL (ch 77)	14 November 2014	3 Dec 14	22-25 Feb 15

## Appendix G Annual Report Template

### ANNUAL DESCRIPTION OF DATA AND RESULTS REPORT ON EDUCATOR PREPARATION

Iowa Department of Education

Bureau of Educator Quality

Purposes of this report:

- Collect data on educator preparation (initial license, leadership preparation, etc.) to inform stakeholders
- Monitor the continuous improvement of educator preparation
- Collect data over time to inform/provide a bridge between accreditation reviews

**Data entered in this report is for the period 1 July 20XX through 30 June 20XX.**

#### Part A: IHE/Program(s) information

Institutional Information:

1. Institution Name/Location:	2. Contact Person (name and title):	
3. Telephone Number:	4. Email Address:	
5 Type of Institution (check):	a. Public	
	b. Private Non-Profit	
	c. Private For Profit	
6. Total IHE Enrollment:	a. Undergraduate	
	b. Graduate	

*Questions 7 through 9 inform the number and diversity faculty members in programs. Questions 7 through 9 refer to professional education faculty in the unit. The definitions used for 7 through 9 are the same ones used by AACTE in the PEDS report:*

*Professional Education Faculty are individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, supervise clinical experiences, or administer some portion of the unit.*

*Full-time faculty are full-time employees of the college or university with entire assignments in the professional education unit.*

*Part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit.*

*Adjunct faculty have an occasional or temporary affiliation with an institution or another faculty member in performing a duty or service in an auxiliary capacity.*

7. Number of Teacher Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						

White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

8. Number of Administrator Preparation Faculty*						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

9. Number of Other Preparation Faculty* (other than teacher or administrator preparation programs)**						
Race/Ethnicity	Full-Time		Part-Time		Adjunct	
	Female	Male	Female	Male	Female	Male
Hispanic/Latino of any race						
American Indian or Native Alaskan						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Nonresident alien						
Unknown						
TOTALS:						

\* If faculty members work in more than one area, choose the area with the largest percentage of time and report in that one area.

\*\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

#### 10. Off campus and online program offerings

Question 10 informs the diversity of the size of off-campus and online programs. Enrollment number can be from one semester (or other unit), or averaged for the academic year.

Location (face to face, not on home campus):	List Program(s)	Enrollment # :
Online (no face to face components)		

11. Provide the number of secondary (5-12) program completers (graduate or undergraduate) for initial license. A program completer should only be counted once: if two endorsements pick the one that is most closely aligned with the major, if two majors pick the primary major. The focus of this table is to determine the number of people completing programs in Iowa, not the number of endorsements earned.

*Question 11 informs educator shortage areas for state and federal reports, including grant availability.*

# of Program Completers	Content Area:
	Agriculture
	Art
	Business
	English/Language Arts (includes related endorsements, such as journalism, speech/theater)
	Family and Consumer Sciences
	Foreign Language
	Industrial Technology
	Mathematics
	Music
	Physical Education/Health
	Science (Including all endorsements)
	Social Science (including all endorsements)

12. Numbers of student teachers and completers for initial license.

*Question 12 informs general trends of routes to licensure.*

	Early childhood only	Elementary only	Secondary only	Any combined K-8 and 5-12 (e.g. Art, Music, PE)	Admin: Principal	Admin: Superintendent	Other*	Total
a. Number of Student Teachers /Interns								
b. Number of undergraduate program completers								
c. Total undergraduate degrees awarded by the institution								
d. Number of graduate students								
e. Number of graduate program completers								

f. Total graduate degrees awarded by the institution								
--	--	--	--	--	--	--	--	--

\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

13. Number of program completers hired as educators for the reporting year:

*Question 13 allows programs to report employment status for program and inform general employment trends. Information from the Iowa DE will help inform placement of graduates employed in Iowa. Please provide the best information you can concerning graduates who have left the state of Iowa.*

	Number of program completers (all programs)	# employed in a position for which they were prepared	# employed in an education position outside of their preparation (including those on class B (conditional) license)	# enrolled in higher education	# employed outside of the education field	# not employed	# employment status unknown
Teachers							
Administrators							
Other*							

\* Includes: school guidance counselor, school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support and orientation and mobility specialist).

## PART B Data Analysis and Reporting

Graduate and Employer Surveys for the reporting year:

*Questions 14 through 16 inform stakeholders of programs' efforts to seek input from constituents and engage in continuous improvement efforts.*

Guidance for completing questions 14 through 16:

The Annual Reporting Team has developed initial surveys that are provided to each unit for use. There are four surveys,

- Teacher prep graduates
- Principal prep graduates
- Teacher prep employers
- Principal prep employers

Each survey contains prompts aligned with appropriate standard and five dispositional areas. The prompts provided must be used without change. Each unit is allowed to add questions/prompts to the surveys as desired.

Each unit is required to survey graduates and employers each year. The unit will determine who/how many to survey. Surveyed graduates and employers can represent a complete cohort or a sample, depending on the assessment needs of the unit.

14. Provide data from program completers and employer surveys based on Iowa Standards.			
a. # of surveys sent to program completers		b. # of completer surveys returned	
INSERT DATA HERE			
c. # of surveys sent to employers		d. # of employer surveys returned	
INSERT DATA HERE			
15. Based on your analysis of survey data, briefly describe the finding(s) you consider most important to your program's continuous improvement.			
16. Describe your plan and relevant timeline to address the finding(s).			

#### Student Teaching Assessments:

*Questions 17 through 19 are designed to illustrate analysis of evaluation of candidates as they student teach. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data. This data/analysis informs the outcomes of teacher preparation programs.*

17. TEACHER PREPARATION ONLY: Based on your analysis of student teaching evaluation data, briefly describe the findings that you consider most important for your program's continuous improvement.
18. Describe the specific data that informed 19.
19. Briefly describe your plan and relevant timeline to address the finding(s).

#### Unit Assessment:

*Questions 20 through 22 are designed to illustrate analysis of evaluation of candidates as they progress through a program. These questions allow the program to discuss results of assessment that are deemed most important to continuous improvement. Data and analysis must be concrete with quality measures assured; please do not rely on anecdotal data.*

#### Guidance for completing unit assessment section:

*Each unit is required by IAC 281 chapter 79 to evaluate candidates as they progress through the program. In addition to checkpoints at which students are challenged before being allowed to progress, there are also candidate evaluations for*

feedback to candidates and to inform the program. For questions 20 through 22, you are not required to report on your entire assessment program and data. Choose the data and findings you find most important to your program and report on that information.

20. Based on your analysis of unit assessment data (other than that noted above); briefly describe the finding(s) you consider most important for your unit's continuous improvement.
21. Describe the specific data that informed 21.
22. Describe your plan to address 21.

Most Recent Chapter 79 Review:

*Question 23 and 24 are designed to inform the improvement efforts required that take place between accreditation visits. Issues provided by the DE from the accreditation report must be addressed for at least two years following accreditation site visit. Issues addressed after that time may be those the program is examining in preparation for the next accreditation review.*

*Guidance to complete this section:*

*The issue(s) will be populated in this section by DE staff. Please describe planned actions, completed actions and results of actions as they relate to the evolution of your program. The program must address each issue provided. Some issued may be resolved quickly and can be dropped from the reporting process, while some will require long term reporting. The DE staff will remove those issues determined completed when populating the next report.*

*Once issues are sufficiently resolved, units may use this prompt to describe concerns that may inform the upcoming accreditation review.*

23. Below are listed the issue(s) from your most recent Iowa accreditation report.
a. Issue:
b. Issue:
24. Plan(s)/Goal(s) to address 24. (Consider both short and long term goals).

*Questions 25-26 will provide information to the DE about the preparedness of new teachers for state-wide initiatives to ensure that all Iowa students will be college and career ready, and to gather information about the need for support from the DE in these initiatives.*

25 a. How has your program prepared candidates to reduce the achievement gaps presently occurring in the Iowa student population?
b. What technical support do you need in order to better prepare candidates for this initiative?

26 a. How has your program prepared candidates to implement competency-based education?

b. What technical support do you need in order to better prepare candidates for this initiative?

OPTIONAL (but recommended):

*Questions 27 and 28 will be used to inform stakeholders of the variety of innovative work preparation programs engage in to advance teacher and leader preparation. Do not report on an unchanged innovation from the previous year's report.*

*Guidance for completing questions 25 and 26:*

*Since this report concern is new, programs may initially describe innovations or accomplishments that did not take place in the reporting year. For instance, a program may have initiated a significant partnership several years ago, and may wish to describe it here. After the first year of this reporting, units will be limited to describing innovations and/or celebrations in the reporting year.*

27. Describe any innovation designed or established by your unit that has had, or promises to have, the greatest impact on educator preparation (at any level).

28. Describe any noteworthy accomplishments or celebrations your unit has experienced in the reporting year.